

SILENT



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CHINESE DEAF-MUTES.

The American School at Ning-po, China—An effort to Educate the Heathen Deaf-Mutes.

There is a very common but a very wrong opinion that the missionaries sent to pagan countries have been men and women of not very much ability or energy; that they have only taught a few people in those countries to wear clothes like our own and to use hymn-books instead of idols, and that, if they have done any good among the people to whom they were sent, it can not be seen in this world, but must be looked for in the next. Nothing can be further from the truth. The Jesuit missionaries to various countries have, in many cases, furnished the only valuable scientific reports on the soil, productions and people of these countries. It is to them that we owe the discovery of quinine. American missionaries in the Pacific Islands induced whole tribes to abandon war and cannibalism, so that a sea-captain, known to the writer, in his later years visited and attended a Christian church in one of those islands, where, when a young man, his ship's company had been savagely attacked and more than half of them butchered by the cannibal natives. In Turkey and in India the excellent schools of the American missionaries, for boys and girls alike, are doing more than almost any other agency to raise the women of those countries from their degradation and to place them on an equality with men.

In many barbarous or partly civilized countries the missionaries are the only persons who practice enlightened medicine and surgery, and so, like their Master, they heal the sick as well as preach the gospel. Many languages have first been reduced to writing by the Christian missionaries, and the mission press has often been the leading agent in supplying reading matter to an intelligent population.

The first, and, so far as we know, the only school for deaf-mutes in connection with a Christian mission is the one at Ning-po, China. Our engraving shows men engaged in cutting lumber for the new building. The enterprise was started about

seven years ago by Mrs. Anetta Mills, a missionary at that city, who, before her marriage, had been a teacher in the Western New York Institution for the Deaf and Dumb, at Rochester, N. Y.

In the course of her missionary work, she happened to find a deaf-mute child in one of the families she knew, and with some difficulty in-

our pupils, the Chinese deaf-mutes learn to speak much easier than to write.

After her success with her first scholar, Mrs. Mills found other deaf children in the city where she lived, and her husband, in his tours thorough the county around, found others, so that they were able to get together a class of ten or twelve. To

the school has been undertaken by the Mission Board under which Mrs. Mills is working, although friends in Rochester, and perhaps elsewhere, contribute part of the cost.

The friends of the pupils were very much surprised to see how much they could learn, although the magistrates and learned men pooh-poohed the work.

One of these men said that he had taught a deaf-mute to write better than the pupils of Mrs. Mills' school could write. It turned out that he had only taught the boy to copy the letters without understanding a single word. He could not see that the American way of teaching was better than his own.

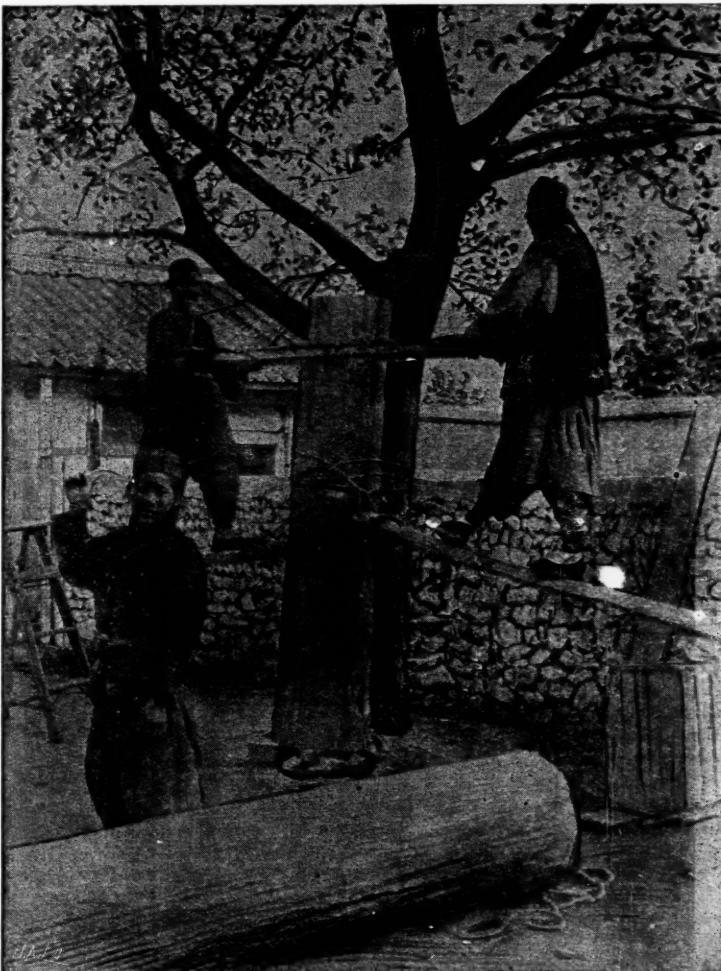
But it must be said to the credit of the Chinese that, although they do not take much interest in the education of deaf-mutes, they generally treat them kindly. It is hoped that after a while, the Chinese government may be interested in the matter and may establish schools for the deaf and dumb.

The following letter from Mrs. Mills, which, with the accompanying cut, we re-publish by the kind consent of the *Paper for Our Little People*, gives a very interesting sketch of her work in connection with the deaf in China.

My interest in deaf children began long before I went to China. A dear little deaf brother first claimed my attention, and out of that grew several years of pleasant teaching at the institution for the deaf in Rochester, N. Y. I had not been in China long before I felt that I must do something for the deaf there. We knew of one deaf child, a bright little fellow, the son of one of the country elders, and I longed to have him learn to write and speak.

He was not my first pupil, however. I well remember coming home from church one Sunday and finding a strange boy at the gate waiting for us. My husband recognized him as one he had met while out on a preaching tour among the villages the spring before. I began teaching him the next day. I had a Chinese teacher to help me who entered into the work with enthusiasm. He had no children, so his wife came and we established a genuine Chinese home in our compound, he as teacher, she as mother. The money for this enterprise has all, with the exception of a few gifts, been sent by the deaf in America.

My first work was to get ready for systematic teaching. I had the teacher draw and color with water colors pictures of Chinese things, and mounted them on cards three by five inches, with the name written on the back in Chinese characters.



CUTTING LUMBER FOR CHINESE SCHOOL FOR THE DEAF.

duced the parents to let her try to teach him. It seemed doubtful at first whether a deaf-mute could learn such a difficult language as the Chinese, but, to the teacher's great gratification, she found that the little fellow mastered all the sounds that had seemed so hard to her, as readily as the deaf children in our schools acquire the sounds of English. The written language is another matter, and, contrary to what is the case with

support and instruct such a number of children was impossible, and Mrs. Mills wrote to her friends in Rochester in regard to the matter. The appeal of the Chinese school was spread before the deaf-mutes of this country by the Principal of the Rochester School, and the response was general. The pupils of the New Jersey school held a fair and raised exactly a hundred dollars for this purpose. Since then, we believe, the support of

I never used English. I have nearly four hundred of these picture cards, beginning with simple objects and ending in quite complicated pictures about which several simple sentences can be written. Accompanying these pictures are small squares of pasteboard on which are written the same characters as are on the backs of the cards. A little ingenuity in the use of these squares will give a variety of language lessons.

For training in speech I made a series of phonetic charts which cover all the combinations of sound used in the Mandarin language as shown in our district of Tungchow. The pupil who afterward attained the greatest proficiency in speech and lip-reading is the elder's son. I was amused at the exaggerated statement of a young man on his return from taking his boy home for vacation. "Well," I asked, "how did you get along on the road with the deaf boy?" "Oh! finely!" he replied, "Why! you can't call him deaf any more. He can say any thing he wants to, and if he can't say it he can write it. We had a crowd at every inn where we stopped, to hear him speak and see him write." I once sent the Chinese teacher and the elder's son to a village where there was a deaf child, the only son of wealthy parents, hoping to induce them to send him to school. Mr. Li (pronounced Lee) was kindly received and proceeded to show what Tung Lii (Toong Jee) could do. The family were pleased with his ability to write, but said they had often seen deaf people who could write, and in vain did Mr. Li try to show them the difference between mere copying and intelligent writing. But speaking, he thought, would convince them; so he began to question the boy, who, reading the questions from his lips, answered with sufficient distinctness to be understood. Mr. Li was entirely unprepared for what followed. The family listened for a while, then turned upon teacher and boy, reviling them both and driving them from the place. They said the boy was not deaf at all, but only had an impediment in his speech; that it was all a fine scheme of the "foreign devils" to rob them of their child. I think Mr. Li was ashamed of his own people, and, in spite of their unconscious compliment to Tung Kii's articulation, I could not help a sigh, as I thought of the depth of their ignorance.

I had ten boys in my school—no girls, because the time has not yet come in China when boys and girls can attend the same school, and I did not have accommodations nor money for two schools.

There are a great many deaf people in China, but they would not be found unless one were looking for them. I asked a gentleman who had traveled extensively in the Empire if he had found many mutes and he replied, "No. I fancy that having that misfortune they are all put to death while infants." I did not explain to him that as their misfortune would not be discovered until they were two or three years old, his theory would not work. Mr. Mills found over thirty boys, from five to fifteen years of age, during one tour.

The deaf are not badly treated in China. As a rule they are happy and fond of being helpful. They are always married to hearing people; the parents making it an object of endowing them more liberally than hearing children; but every where they are reluctant to spare from the farm or shop the bright, willing boy, who is old enough to be a producer, for advantages of which they know nothing and which they hardly believe attainable. It is therefore from our Christian constituency that we might expect to draw our pupils. They believe we will do for them what we say.

I am often asked, "Are the boys bright?" I think they made more rapid progress in the use of language than is usual among deaf pupils in this country, and I attribute it to the fact that the Chinese characters are more graphic than Roman letters, the idiom simpler than in English, and the words monosyllabic. I have never used conventional signs and could not adapt the English finger alphabet, but an alphabet has been invented called the "Lyon Phonetic Alphabet," which I consider just the thing for our Chinese deaf pupils.

The boys were affectionate. They would walk home with me from church and their bright black eyes looked up with confidence as they reached out their little brown

hands to carry my books for me; and there was always a little strife among them to see which would reach our gate first and open it for me. I could be patient with the little runaway who was vexed because he could not have some cash to spend at the theatre, and so ran home, twenty miles, in less than two hours; and I could smile over the queer notes that often came to hand, written on a long narrow slip of paper asking for a new pair of shoes or a cap; and such a circumstance as their stealing our fine American pears from the garden was not without its useful side, for even while I punished them I could teach the difference between "mine" and "thine."

None of my mute boys are beggars; though from poor families they are respectable. All but three are from heathen homes. This is not merely philanthropic work. It is another phase of obedience to the command, "Go ye into all the world and preach the gospel to every creature." It is for the souls for these "shut-out" children that we labor.

ANNETA T. MILLS.

Written for THE SILENT WORKER

THE BATTLE MONUMENT.

The Dedication of The Trenton Battle Monument—A Bit of U. S. History.—Description of the Monument.

A great day for Trenton was Thursday, October 19th, 1893. The Trenton Battle Monument, a noble ornament to the city, and a worthy commemoration of the first important success gained by the Americans in the Revolution, was dedicated with appropriate ceremonies. At half-past twelve the officers of the Association, the State officers and the invited guests, reached the monument, escorted by a guard of cavalry. Among the distinguished guests were the governors of New York, Connecticut, Massachusetts, Vermont, New Hampshire, Pennsylvania, Delaware and Maryland. An immense crowd filled the grand stand, which had been erected in front of the monument, and packed the streets on every side.

After prayer by Bishop Starkey, of Newark, the ceremony of unveiling began. There were in all six pieces of sculpture to be unveiled—three statues and three tablets. The presentation speeches were made by the Governors of New York, Connecticut and Massachusetts, by the Captain of the Philadelphia City Troop and by Governor Werts of this State.

After the speeches the procession started. Following the line of carriages was a column of some six thousand troops, comprising of all the New Jersey militia and some of the finest troops from New York, Pennsylvania, Connecticut and Delaware. Everyone said it was a great success. Governor Werts reviewed the troops from a stand near the Court House. It was a great disappointment that President Cleveland could not come as he had expected to do, but he was too busy.

All the schools in the city made the day a holiday—this school following the example of the rest. Our pupils all saw the parade, some of them seeing it twice—and the younger pupils were greatly pleased to see the soldiers eating their lunch in the open air.

The monument is of white granite from Hallowell, Maine. The pedestal is twenty-nine feet, six inches square, and is hollow, having a good-

sized room inside, with an entrance from the south. On each side of this opening, like a guard, stands a bronze statue, representing respectively a private of Philadelphia City Troop and one of the Marblehead Regiment, both of which organizations took part in the battle. On the east, west and south faces of the pedestal are bronze tablets representing scenes in the battle, and on the North face is a tablet with an inscription. The shaft rises to the height of 135 feet and is surmounted by a bronze statue of Washington, thirteen feet high. The whole cost of the monument was sixty thousand dollars.

Trenton now has one of the finest monuments in the country, for which thanks are due to the liberality of her citizens, to the State Legislature and to Congress, but especially to the patriotic efforts of the monument Committee who have been untiring in their labors to secure a monument worthy in every way of the event commemorated.

Indian Summer.

Showers of crimson, and gold, and amber! Royal jewels of Autumn's crown; Bright and brave in their dying splendour, See the leaves fall fluttering down!

Where are the frost and the cold blast vanished?

Glad shines the earth in the sun's warm smile;

Crowned with poppies and late red roses, Summer comes back for a little while.

Thus it is with the leaves before you; Here, made one, have we sought to bring, All the wealth of the glowing summer; All the dainty delights of Spring.

Love, and laughter, and swift winged hours,

Flowers and fragrance lie gathered here, Reaped and bound in a sheaf together, All that's best of the fleeting year.

Golden rays of the heart's own sunshine, Still will linger these ages through; "Indian Summer!" ah, let it waken That sweet season awhile for you.

Take our book with its dreams and fancies! Hopes and memories hither throng, Memories sweet of the vanished spring time,

Bird and blossom, and scent and song.

—Selected.

Written for THE SILENT WORKER.

THE OLD TENNENT CHURCH

As every one knows, Monmouth County is a historic spot, for it was settled very early in the history of the Jerseys. Near Freehold was fought one of the great battles of the Revolution. From Englishtown to Freehold there are many interesting spots, which are easily found, as sign-boards mark them. One says:

"Here Washington met Lee in retreat," and here it is said Washington forgot himself so far as to swear in the presence of his soldiers!—but the provocation was great. Another board marks Moll Pitcher's well, from which she is said to have drawn water to give the thirsty soldiers. When her husband, who was a gunner, fell by his gun, she sprang to the spot and fired it through the rest of the battle.

The greatest point of interest, to-day, is the old Tennent Church, then known as the Freehold Church, round which the battle raged. Many of the wounded were carried inside

and laid in the pews; blood stains, turned brown with age, can still be seen in them and on the floor. The church stands on a knoll, is built strongly and shingled, and resembles a house of two stories and an attic.

A funny little belfry or steeple on one end is entirely out of proportion to the size of the building. It dates back long before the Revolutionary war, and the inside is very little changed; the same high pews, the pulpit way up above the congregation and the sounding board are all there to-day. How many children must have got a stiff neck trying to see the minister! For a goodly number of years the church had a minister named William Tennent who made it famous. He is said to have gone into a trance and seen the glories of Heaven, and he afterwards wrote a book describing what he saw. He went elsewhere, so is not buried here, but a son rests in the old graveyard and on his table tombstone is the following unique inscription:

"Here lies the mortal part of Gilbert Tennent, In the practice of Physic. He was successful and beloved. Young Gay, and in the highest Bloom of Life. Death found him Hopefully in the Lord. BUT, O Reader! had you heard his Last Testimony you woud have been Convinced of the extreme madness Of delaying Repentance. Natus April, 1742. Obiit March, 1770."

It would seem that, while Gilbert Tennent's "mortal part" is satisfactorily accounted for, the writer does not feel quite sure as to the safety of his immortal part.

Another interesting tomb is that of a British officer, Lieut. Col. Henry Monckton, who fell on the Plains of Monmouth. For many years his grave was marked only by a board, but lately some kind stranger has erected a fine stone over it in memory of his own father "who sleeps in an unknown grave." The old graveyard is a very interesting place, for many generations of the same families are buried there. Near the church door grow two magnificent oaks whose great boughs stretch out in a protecting way over the quiet graves. All around this old place lie peaceful farms. Except for those stirring years of war, "which tried men's souls," life must have flowed on in an even, uneventful way. Many a time, when visiting this spot with friends and scraping the moss off old brown sandstone to find dates, have several of the verses of Grey's matchless Elegy occurred to us as very appropriate:

"Beneath these rugged elms, that yew-tree's shade, Where heaves the turf in many a mouldering heap, Each in his narrow cell forever laid, The rude forefathers of the hamlet sleep."

Far from the madding crowd's ignoble strife, Their sober wishes never learned to stray; Along the cool sequestered vale of life, They kept the noiseless tenor of their way.

Yet even these bones from insult to protect, Some frail memorial still erected nigh, With uncouth rhyme and shapeless sculpture decked, Implores the passing tribute of a sigh."

I. V. J.

Hints To Deaf Journalists.

BY WILLIAM MORRISON, GLASGOW.

(From the British Deaf-Mute.)

All deaf persons delight in writing, and not a few become editor's torments. My object in writing this brief paper is to give a few practical hints to aspirant journalists—how to write, when to write, and what to write about, in as easy way as I can. Firstly, we shall consider how to write. There is a story current somewhere about a wild youth who, once upon a time, wrote an advertisement for lodgings, and was so elated at seeing the thing in print that he believed himself an embryo Dickens, whereupon he began to write a tragedy in twelve books! Such is generally the way of all beginners. If they get three lines accepted by a local editor, visions of literary fame and huge volumes of verse rise up before them in dazzling magnitude. They get no sleep, do not eat, and fancy themselves too learned to speak with anyone. In beginning to write for the public press, first ask yourself if you are able. Though you can write and spell and punctuate with lexicographic exactness, that's nothing. You must take a course of reading extending over a few years, and your reading determines how you shall be able to write. If you wish to be a political writer you have a vast field of literature on that subject to digest before you can give the necessary political tone to your articles. Besides, you will require to know something about politics ere giving your own opinions. In the same way you must study for every other department—religious, legal, and so forth. Still you may adapt your head to general subjects, and by that means write a little about anything. For a style, you must read everything you can find to read, after carefully reading the *Waverley Novels*, *Pickwick*, *Grant's Military Stories*, and a few pieces from *Shakespeare*, *Byron*, and the other notable poets, dramatists, and prose writers. By this time you will be pretty well stocked with words. You are now quite able to *think* on myriads of things and events which cannot possibly occur to anyone else; for your multifarious reading has given you notions of your own.

You now proceed to write a paragraph for the newspaper. If it is about some visible thing that happened to-day and of much public importance, you give it a full heading, and without any ahems! no circumlocution, write down the *facts* of the case as you observed. To illustrate this apparently perplexing process to my deaf brother readers, let me remind them of old Ned, who wrote home in this way: "My dear Biddy, I write you these few lines to let you know *I am in good health* as this leaves me at present," &c. Allowing "Dear Biddy" for a heading, you will observe that Ned took no less than 16 words to tell a fact requiring only five! He said he was in *good health*; that was the fact, other words are superfluous. Even without writing them, Biddy would understand the fact of Ned's health being good all the same.

When to write is not easily answer-

ed, but I should advise everyone *not* to write in a bad temper. Bad thoughts have ill-chosen words, and these expressed on paper lead to evil. When you write for a newspaper you are expected to teach the public something never known before—even though it be only a joke—and you cannot very well do that unless your mood is cheerful. Never touch the pen or pencil when your head is playing football with the pulsation of your heart. Write only when calm, cool, and collected, or overflowing with jovial thoughts. What to write about is our third consideration. The subjects are unlimited. You can write about anything provided you know something about it. You have read much and ought to know quite well how to shape an article. A young journalist I know went to take notes at a curling match. When he arrived at the scene of action a thaw had set in, and the match was off. On the home journey he was disappointed at having no news, when a thought occurred to him that he could make some. There was a deal of dirty snow on the road, and our friends turning a corner found a solitary policeman standing shivering. Says our journalistic friend, "Have you a match?" The bobby was thunderstruck at such a request, and finding he was being joked attempted to seize our friend, who nimbly dodged, and the poor policeman fell in the snow! He shook himself up again, very angry, and made several futile clutches at our hero, laughing heartily, went away, and next day the paper contained an account of a "Policeman on the Rampage." There is much variety in the tone of newspapers. One paper, such as the *Glasgow Herald*, would not publish slang words or localisms when such can be more easily and fluently expressed in plain English. And another paper will publish almost anything sent it, from even the most stultified writer. If you write poetry do not send it to a daily commercial paper, and if you write articles on love or war do not send them to the poor editor of a medical journal. There is a journal for every department of literature. The evening newspaper, being what is called a "gossipier," just tells what is going on all around. You can therefore look about and find anything worth knowing for the evening paper. If you see a crowd there must be a cause for its congregation. Find out the cause, if you can make a note of it, and send along at once to the editor. You can publish anything you see performed in public, at public halls, gatherings, or any place where a large number of people are together. In these, and such like cases, no one can prevent you seeing what is done, and you need not care to let anyone know you are taking notes. Your business is to remain *incognito* in all you do, for by that means only can you hope to see things as the public do, and it is for the public you write. You must also sympathise with the public to be a good public writer. But you have nothing to do with events that take place within doors in small family circles; neither can you attack the personal doings of a single person so long as that person is orderly in pub-

lic. You can publish the doings of any body of men, or administration of the laws of any public institution, that is any institution maintained from public benevolence. Should you feel suspicions of the management of one, you are at liberty to watch it for a time, and having given your editor frequent proofs of a shady mode of carrying on the work, he will send you a mate and you both watch again. Then, when you have furnished yourself with indelible evidence that the society, or whatever it may be called, is not in theory and practice what it is advertised and maintained to be, your paper next day will give it the required renovation. In this way, too, there are excellent chances for the deaf to distinguish themselves in hunting down forgers and thieves, forgers and thefts, incendiary, and even murders! The first lessons to learn are to look out all the *good* parts of a subject, and weight them against *bad* that pertain to the one thing, and report the side that weighs heaviest.

FROM THE SCHOOLS.

(From Exchanges.)

The Texas Institution opened the Fall term with 196 pupils.

The Northern New York Institution, at Malone, is to have a new cow-barn.

The California Institution has an electric light plant, which was put in during vacation.

Five thousand dollars were spent in painting, repairing and cleaning the Indiana Institution at Indianapolis during vacation.

The *Silent Hoosier*, in its issue of October 12th, gives a portrait of Mr. William Willard, the founder of the first school in Indiana.

A fine Hoe press of the latest make and improvements, has been purchased for the printing office of the Maryland school, and will soon be in position.

The pupils of the Ohio school are to be uniformed in dark navy blue cloth, with brass buttons, and cut after the style of the State University uniform.

Quite a number of schools have introduced the rotating system of instruction lately, and other schools, in which it has for sometime been in use, have extended it.

The last legislature made an appropriation for the purchase of new gymnasium apparatus for the Minnesota school. It was selected by Dr. Noyes, last summer, and has lately been put in place.

From the *Lone Star Weekly* published at the Texas Institution, we should judge that P. L. Richardson is an expert printer. The paper is one of the few that comes to us bearing the stamp of the printer's art.

The North Dakota school opens with a new building erected during the summer at a cost of \$16,500. It is well adapted to the purpose for which it is intended and is arranged so that additions can be made whenever necessary.

The principal of the Missouri school has asked his teachers to spend thirty minutes out of school each day in planning and preparing work for the succeeding day. Some teachers up this way give several times that amount of time to such work.

A commodious auditorium has been built by the Arkansas school during the summer, with eight large school-rooms under it. The colored school building has been remodelled, and the rear extended and raised. The girls' and boys' basements have been remodelled, and all the buildings repainted.—*Annals*.

There will be ten class-rooms at the Advanced oral department, Mt. Airy, Penn., fourteen at the Primary oral, and twelve at the Manual, this year. As an oral class is to consist of ten pupils and a manual class, fifteen or sixteen pupils, there will be about two hundred and fifty oral pupils and about two hundred manual ones.—*Silent World*.

The North Dakota School opens this year in the handsome and convenient new building which has been in the course of construction for a year and a half past, of which Mr. O. Hanson was the architect. It is worthy of mention that it is only three years since the first preparations were begun for opening the School.—*Ex.*

The board of directors of the Minnesota school have appointed Mr. Charles Gillett, son of Dr. Gillett, principal *pro tem*. The *Companion* states that the position was solicited by neither Dr. Gillett, nor his son, and neither were aware, till the appointment was made, that it was thought of. Mr. Gillett was associated with his father in the management of the Illinois school, therefore is not lacking in experience. Dr. Noyes has been granted a year's leave of absence with full pay. He is said to be steadily improving, and will spend the winter in the South.

A number of changes have been made at the Arkansas School for the Deaf. Among those who did not return at the beginning of this term of school are Miss Susan Devereux, who goes to the Utah School; Miss Grace Beatty, who will teach at the Michigan School; Miss Mary Bayard Morgan, art teacher; Mr. Chancy Barnes, foreman of the printing office; Miss Shibley, who has been so fortunate as to secure a better half; Miss Blanch Buxton, who will continue her work as teacher at the Florida School.

It is not very creditable to the teachers of the deaf as a class that as soon as the sad affliction which has come upon Dr. Noyes became known, the Directors of the Minnesota Institution was overrun with applications for his position. The *Companion* speaks of these "two previous" applications with some heat, which under the circumstances is justifiable.

A man who is so eager to crowd himself into a vacancy which does not yet exist that he would trample down another to climb over him to reach the coveted position by the very act advertises himself as a very proper man *not* to appoint.

INDUSTRIAL.

In future we will print under this heading communications from individuals, comments or newspaper extracts relative to the Technical or Industrial progress of the deaf.

A new Industrial building has just been completed for the Western Pennsylvania Institution, at Edgewood Park. It is intended that the girls shall be taught household duties precisely what they would have to learn at home. The idea originated from the fact that duties required of the girls in the dining room and dormitories of the institution do not fit them for the work required of them when they leave school. Most of the wood work on the building was done by the boys of the school under the direction and instruction of Mr. Baugh.

* * *

Many of the mutes in New Jersey, as well as in other States, have suffered from the stringency in the money market. They have either been laid off, or had their wages reduced, while those who graduated last June found it extremely difficult to get work of any kind. The trade that has been least affected, seems to have been that of printing, for while factories and other industries have shut down without number, very few, if any printing offices have closed their doors, and the number of mutes still employed during these hard times, speak well for that particular calling.

* * *

The Illinois *Advance* says that the tailoring and harness-making trades will probably be introduced into the Industrial Department of the Illinois Institution at no late day.

* * *

It is pleasing to note the increased interest taken in industrial education. The industrial buildings that have been, are being and will be built at the numerous deaf and dumb institutions, will enable a greater number of deaf-mutes to learn trades than ever before. The New Jersey School will not be behind in his respect, for in the near future she will have a new building that will be the pride of the State.

* * *

We present in this number part of J. L. Smith's paper on "Trades and the Position of the Deaf in the Industrial World." This paper was prepared with great care and after much research, and bears many facts not previously recorded by any one. Mr. Smith is deaf and one of the teachers in the Minnesota School for the Deaf.

* * *

Wallace Cook, of Long Branch, N. J., and a former pupil of the New Jersey School sends us a string eighty-six inches long, showing the amount of Brevier he set up at the *Deaf-News* office. He has been at work ever since he left school, which speaks well for the training which he received. Charles T. Hummer, late valentine of the same school, also sends us specimens of his job work done during the summer, which are very good considering the short time he has had to hustle for a living.

We would be pleased to receive specimens of job work executed by other deaf-mutes.

INDUSTRIAL NOTES.

How Some Deaf-Mutes Get Along in the World of Labor.

(From Exchanges.)

W. C. Ritter is a compositor on the Stanton, Va., *Daily News*, and besides being a fine printer, is a forcible and fluent writer.

Mr. J. C. Underwood, of Boston, spent his vacation making water-color sketches. He made four and sold two of them. The remaining two are excellent specimens of his skill, and will probably find a purchaser.—*Deaf-Mutes' Journal*.

Douglas Tilden has four pieces on exhibition at the World's Fair—The Base Ball Player, The Tired Boxer (plaster), The Young Acrobat, and the Indian Bear Hunter (bronze). The last named piece, which is for sale, is valued at \$15,000.—*Maryland Bulletin*.

Mr. Martin Gill, the deaf-mute fireman, is working in that capacity on the famous steamship "Lucania." This ship is a new one and on its last trip made the quickest run on record between Queenstown and Sandy Hook. The time was five days, fourteen hours and a few minutes.—*Deaf-Mutes' Journal*.

Mr. A. M. Blanchard's portraits occupy a very conspicuous space in the Art Gallery at the St. Louis exposition. They are all finished in crayon, twenty-three in number, and are making a big hit among its admirers, so say the papers. His studio is now in room 55, Laclede National Bank building.

A well-known deaf-mute, of St. Louis, named Thomas J. Brown, who is a skillful workman, has patented a device for holding an ironing table. Two weeks ago he showed one of his ironing tables to the senior editor of this paper while the latter was in St. Louis. He expects to invent something else.—*Deaf-Mute Advance*.

Mr. Sprague, the deaf and dumb and blind inmate of the Gallaudet Home for Aged and Infirm Deaf-Mutes, at Wappinger's Falls, N. Y., is a genius in his way. He is never idle and is always working out some contrivance for the benefit or amusement of his friends. He has recently patented a slate for the use of the blind.

Mr. W. H. Krause, the well-known deaf-mute engraver employed by Shreve, Crump & Lowe, of Boston, recently engraved the silver set presented to the U. S. minister at Hawaii, Hon. J. E. Stevens. The firm has placed the set on exhibition in the windows of their large establishment on Tremont Street.—*Deaf-Mutes' Journal*.

A new vocation for the deaf-mutes which bids fair to give a great many of them occupation, has been opened in California. It is grape-picking, and the experiments so far made have not only proved the capacity of the workers, but show that for many

reasons they are considerably better than people with the gift of gab when it comes to this particular sort of work.—*Ex.*

At the Derbyshire Trades and Industrial Exhibition, held in Derby, England, the children of the deaf and dumb institution have a handsome glass case full of work, in all two hundred lots on exhibit. The jurors have awarded the Derby Institution the gold medal for the excellence of its exhibits in its scholastic and industrial departments. During the past five weeks the exhibition has been attended by thousands of people.

Among the interesting persons to be encountered on the Midway Plaisance of the World's Fair is a deaf-mute workman from Japan employed about the Japanese exhibits. He is an intelligent fellow, and understands and uses signs readily, although only natural signs can be used in conversation with him. He has no opinion of the country or of Chicago, and says that Japan is "good enough for him."—*Maryland Bulletin*.

Alex. Pach, the celebrated Easton, Pa., photographer, who was at the picnic held in Wheeling, Ill., and who "took" the members of the association of Ohio in a group, seated on the grass, has forwarded photos of same to all who gave him their orders at the convention. The picture gives satisfaction and is a fine specimen of the excellent work executed by Mr. Pach.—*Mutes' Chronicle*.

The Washington Base Ball Club declines to exchange W. E. Hoy, the famous deaf-mute centre fielder, for pitcher Sullivan, of a local club. The great Captain Comiskey, of the Cincinnati club has a fancy for Mr. Hoy, and has been angling for him for a long time. Mr. Hoy used to play centre field for the St. Louis Browns, years ago, under Captain Comiskey, and he always spoke in the highest terms of Mr. Comiskey as manager, captain, and player.—*Deaf-Mute Advance*.

C. H. Locke, a deaf-mute, of Omaha, Nebraska, had a fine picture in the art hall at the Iowa State Fair, held at Des Moines recently. The *Deaf-Mute Critic* says the picture was admired by everybody. He was awarded the first prize or premium on it by the judges. It is valued at three hundred and fifty dollars (\$350.) It is painted in oil, taking him eight months to finish it. It is a copy of a rural scene with fine horses and riders. It is a copy from the famous Parisian picture made by Miss Rosa Bonheur who was offered fifty thousand dollars (\$50,000) for it; but it was refused and finally sold for seventy thousand dollars (\$70,000). Mr. Locke has not sold his picture yet, but it is for sale.

Ben Oppenheimer, a deaf-mute photographer from Trenton, Tenn., has come to Chicago with a plan for evading the fire fiend. His invention consists of a rubber cape with a parachute attachment which opens out as a person jumps into the air. From each side of the cape are

straps, into which arms may be thrust, so that there is no possibility of the machine breaking loose. In addition to be a pair of thick soled shoes, the soles to be made of an elastic material, so as to lessen the effect of striking the ground. Equipped with these Mr. Oppenheimer intimated that a person need not be afraid to jump from the Auditorium tower in case of emergency. The parachute can be closed up into small space when not in use.—*Ex.*

ADVERTISEMENTS.

ACCIDENTAL DEATHS.

Caused by Carelessness.

The majority of people die sooner than they should. Evidence of this fact is growing daily. Waring says: "Disease is not a consequence of life; it is due to unnatural conditions of living—neglect, abuse, want." Dr. Stephen Smith, on the same subject, "Man is born to health and long life; disease is unnatural, death, except from old age is accidental, and both are preventable by human agencies." This is almost invariably true of death resulting from heart disease. Careless over-exertion, intemperate use of tea, coffee, tobacco, alcoholic or other stimulants are generally the causes of this difficulty, and indifference to its progress results in sudden death, or long sickness ending in death. By the newspapers it can be seen that many prominent and hundreds of persons in private life die from heart disease every day.

If you have any of the following symptoms: shortness of breath, palpitation, irregular pulse, fainting and smothering spells, pain in shoulder, side, or arm, swollen ankles, etc., begin treatment immediately for heart disease. If you delay, the consequences may be serious.

For over 20 years Dr. Franklin Miles, the eminent specialist, has made a profound study of heart disease, its causes and cure, and many of the leading discoveries in that direction are due to him. His New Heart Cure is absolutely the only reliable remedy for the cure of heart disease, as is proved by thousands of testimonies from grateful persons who have used it.

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TRADES.

The Position of the Deaf in The Industrial World.

Read before the World's Congress of the Deaf, July 1893, by James L. Smith, of Minnesota.

* * * * *

In order to better fit the deaf for their unequal struggle in the busy world, the early educators established industrial education in connection with intellectual. In the schools of the United States and Canada to-day the pupils receive instruction in different trades and occupations, as follow:

Art, baking, basket-making, black-smithing, book binding, broom-making, cabinet-making, carpentry, chair-making, cooking, clay-modelling, cooery, china-painting, dress-making, embroidery, engineering, farming, floriculture, gardening, glazing, house-work, knitting, mattress-making, millinery, moulding, machine-work, net-and-hammock-making, painting, photography, plate-making, plumbing, pattern-making, printing, sewing, shoe-making, Sljod, tinning, tailoring, tool-making, wood-making, wood-engraving, wood-turning, wood-working.

The list numbers forty-three. In selecting these trades preference has been given to such as were considered best adapted to the deaf, and as other circumstances permitted. From an educational point of view, hearing is the most important of the senses. It is natural, therefore, to consider that deafness greatly restricts one in the choice of an occupation. The field is further limited by the lack of facilities. State legislatures are not always so generous as we could wish, and boards of directors are not always complaisant.

Thus the deaf, while at school, have been offered these forty-three occupations to choose from. Nature, by depriving them of the sense of hearing, and man, by withholding more liberal advantages, seem to have erected a barrier about the deaf that commands: "Hitherto shalt thou come, but not further."

And how have they acquiesced in this seeming restriction? Do they accept it as their fate? No. Rising superior to their misfortune, with the spirit that animates the soldier fighting against heavy odds, they have cast aside the barrier and have reached out on all sides, invading fields of industry where one would hardly expect to find them.

Complete statistics of the various occupations followed by the educated deaf have not been obtained, but sufficient are given to demonstrate their ability to cope successfully in the world with their hearing brothers. As an offset to the forty-three occupations taught at school, there is here presented a list of two hundred and fifty pursued by the deaf in real life:

Architect, architect's draughtsman, author, agent, apiarist, assayer, book-keeping, barber, box-maker, boiler-maker, baker, brick-maker, book-binder, book-engraver, baby-carriage-maker, buffer, book-folder, butcher, book-packer, basket-maker, blacksmith, boatman, boat-builder, bookagent, brakeman, brass-moulder, brass-worker, bricklayer, burnisher, book-stitcher, bank clerk, contractor and builder, cutter, (men's clothing,) cooper, cigar-maker, carpenter, clerk in city govt., clerk in manufactory, county clerk, clergyman, compositor, cabinet maker, cook and confectioner, caneseter, car-maker, car-painter, carriage-maker, coal-miner, contractor's clerk, commission-house clerk, cloth-sponger, chemist, chair-maker, clock-maker, clock case-maker, copyist, corset maker, collector, cutter in shoe-shop, capitalist, carriage-painter, cartridge-maker, casket-maker, casket-trimmer, college professor, coal-weigher at mine, city-treasurer, cow-boy, cotton-planter, dress-maker, domestic, deputy recorder, dealer in fancy paper,

drug clerk, draughtsman, dyer, dairyman, dancing-master, editor, editor and proprietor of daily paper, engraver, engineer, electrical instrument maker, enameller of jewelry, electrotyper, expert in finishing lenses, fireman, farmer, farm-laborer, fruit-seller, florist, foreman in printing-office, foreman in shoe-factory, foundryman, furniture-varnisher, furrier, fisherman, foreman in ware house, fruit-grower, flour-sacker, furniture-dealer, glass-stainer, gardener, gold-rouger, grocery clerk, gunsmith, glass cutter, glue-maker, gymnasium instructor, glove-maker, government clerk, harness-maker, house and sign painter, hatter, hostler, hair-braider, hard-wood-finisher, heater, horse dealer, insurance clerk, inventor, iron-piler, ice-dealer, ivory-carver, janitor, jeweller, joiner, justice of peace, kitchenman, knitter, laundryman, laborer, longshoreman, leather goods, worker, laster, last-maker, lime deliverer, lithographer, press-feeder, lamp trimmer, lock-maker, lumberman, landlady, matron of school, merchant (dry goods,) machinist, merchant-tailor, missionary, mill-hand, manufacturer, marble-bed-rubber, moulder, mason, mill-wright, monument-sculptor, milliner, miner, mail-carrier, mercantile clerk, nut-cutter, nail-maker, nail-sorger, notary-public, oil-pumper, organ-case-maker, oysterman, orange-grower, photographer, painter, printer, poultry-raiser, proprietor and manager of nurseries, proprietor of job-printing office, pattern-maker, pad-worker, plasterer, porter, pants-maker, paper-mill-packer, piano-polisher, pail-maker, paper-ruler, patent-lawyer, peddler, picture-frame-maker, plow-maker, pocket book-maker, poet, packer, plumber, postal clerk, postmaster, quarryman, real estate-dealer, rattan-worker, railroad employee, restaurateur, rubber stamp-maker, rule-maker, ranchman, rope maker, superintendent of school, supervisor of school, saw-mill employee, shoe-maker, seamstress, salve-manufacturer, sugar-maker, shirt-cutter, silk weaver, silver-chaser, starter on horse-car line, salesman, steam-boat clerk, silver-smith, saw-mill owner and operator, sash and blind-maker, shoe dealer, shuttle-maker, spool turner, stair builder, stone-cutter, sculptor, state botanist, shipping-clerk, stock raiser, silver polisher, sawyer, tobacco manufacturer, tobacco handler, teacher, tailor, trunk-maker, tinner, tanner, tool maker, undertaker, upholsterer and decorator, varnisher, vineyardist, wood-turner, wood-carver, weaver, wagon-maker, watch-maker, wire-drawer, wool-sorger, wheel-wright.

Complete and accurate returns from all parts of the country would no doubt increase this list to 300, or even more.

Farming leads all other occupations in the number of its adherents. Following this come shoe-making, (including factory work,) carpentering, cabinet-making, and printing. The other occupations have fewer followers.

What stronger commentary than this is needed as to the ability of the deaf to act well their part, if they are only given the birthright of every American child—free education? Cast your eye over this list of 250 occupations pursued by the deaf people of America! Literature, science, art, religion, law, finance, manufacture—all have their representatives among the deaf. The United States Supreme Court opens its doors to one, the Paris Salon to another. We find some moulding popular opinion with the editorial pen, or occupying position of public trust to which they have been elected by their fellow-citizens. Some have attained eminence as specialists in various branches of science. Others, by merit alone, have risen to the position of foreman of departments in manufactories, while hundreds are highly valued as master workmen in various handicrafts. They render allegiance to King Coal in the Alleghanies, to King Cotton in the sunny southland, to King Corn in the fertile Mississippi Valley; they round up their herds on the Great Plain, their axe is heard in the pineries; and in the El Dorado of the

West they penetrate the bosom of Mother Earth for treasures of gold and silver.

From every hand comes the testimony that in the industrial world the deaf stand shoulder to shoulder with their hearing, receiving equal compensation, equal consideration,—nay in many cases their services are rated at a special value.

Comment has sometimes been made that so many of the deaf fail to follow the trade learned at school, and the fact is used to cast reproach upon the efficiency of the industrial training there given. Is there room for any other feeling than pride that the deaf, limited by education to the choice of 43 occupations, have worked their way, by force of character and determination, into 250? So far from feeling any shame, our schools have every reason to glory in the fact that while they have been able to offer so little in a material way, they have imparted to their pupils the spirit and character to achieve for themselves. And just there is where the great utility of our American system comes in. The lesson learned in the school room and in the shop are of less importance to the child's future than the spirit of progress, of application, of industry, that is instilled into the pupils by the very atmosphere of the school,—the spirit that led one young man, of limited intellect, to shoulder saw and saw-buck and earn his living thus, rather than be a burden upon his friends or community. All honor to him!

We are proud of those among us who have gained distinction in the higher walks of life. But fully as worthy of honor are they who, with but one talent, have improved it to the utmost and have attained an honorable, though humble, position in the ranks of the vast army of bread-winners. One would have to seek far to find an educated deaf person in a prison or an almshouse. No class of the community can to-day show greater evidence of progress than the deaf; none are more industrious; none more self-respecting and independent; and none who put into practice, to a greater extent, the spirit of the Master's command, "Bear ye one another's burdens."

SCHOOL PAPERS.

Prof. Clark, of Michigan, gives His Views on the Subject.

From a paper read at the meeting of the Editorial Association of the Press for the Deaf held in Chicago, 1893.

* * * * *

Every school paper must, to a certain extent, represent the school which sends it out. It will be seen and read by many who have never seen the school, and who will form some idea of it from the paper. If these clearly understand that the paper is the work of the pupils, they may excuse typographical errors and poor press work; but how can they know that a school, which is otherwise well equipped and doing good work for its pupils, is satisfied to send out to the world weak and ill-arranged thoughts, printed from worn-out type, on miserable paper. Strangers to the school will judge it by what they see, though such judgment may be as unjust as that based on the proverbial "sample brick." Crude thoughts, worn type and poor paper will at least suggest crude teaching, worn text books and poor food. For these reasons, a school

which cannot afford things necessary for a good paper, should not send out any; for a decidedly bad paper is much worse than none at all.

A school paper should be a medium of communication between the management of the school on one side and the parents of the children and the people of the State on the other side.

Everything about the school that would be of interest to a citizen of the State, especially if of such a nature that the daily papers would not care to print it, should find a place in the columns of the school paper. Clear and simple directions about the duties the various state and county officers owe to the deaf, should be published occasionally and sent to these officers. The needs of the school, and the reasons for those needs, should be plainly stated over and over again, and sent to the members of the legislature. Improvements in methods or appliances made by other schools should be discussed. Acts of wise generosity, such as sending a gifted deaf artist abroad, to study his profession; the achievements of the deaf; in short everything we would like to happen in our school, or to our pupils or our graduates, should be told in dignified language.

Above all, and even at the risk of being tedious, we should again and again call attention to the woeful state of ignorance in which the uneducated deaf are, and where they would remain without instruction; to the means so freely offered for teaching them; to the vast difference that education makes to them, and to the good work done by any one who starts a little deaf child to our schools.

Labor is considered noble by philosophers, and degrading by fools.

If we had no defects we should not take so much pleasure in discovering those of others.



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OCTOBER, 1893.

THE system by which the different methods of instruction in American Schools for the deaf are classified in the tabulated report given in the *Annals* is generally recognized as unsatisfactory. One school may, in answering the questions on the replies to which the table is based, give all its pupils as receiving instruction in speech, while another school may give only forty per cent of its pupils as so taught. Yet the school which apparently makes the better showing in the amount of speech taught, may, for all that the statistics show, be the home of inveterate sign conversation on the part of teachers and pupils alike, while the school with the smaller percentage of orally taught pupils may be most thorough and successful in its oral work, so far as it goes. It has been suggested that a better way would be to report only the number in each school who are not only taught *speech*, but taught *by speech*. Still this would not give an accurate view of the state of oral instruction in the several schools. In some institutions the instruction in speech is given entirely in special lessons, while speech is largely practised not only in the classes but in the outside life of the pupils. In such schools, while speech is only in small measure the means of imparting instruction, we sometimes find the best results in oral teaching. Probably a better system than the present one of recording the progress of oral teaching may be devised in the future, but until some proposition of the kind is made, we should prefer to have the present statistics rather than none at all.

THIS school has received from Principal Currier a copy of the Catalogue of the Library of the New

York Institution for the Deaf and Dumb, a very neat and well-arranged pamphlet of ninety-six pages, from the press of the institution. There are catalogued four thousand six hundred volumes, including works in ten languages besides English. The library contains a collection of some four hundred and fifty volumes on the history and methods of deaf-mute instruction, some of them exceedingly rare and curious. One of these—Van Helmont's “Delineation of the Natural Hebrew Alphabet”—is curious as anticipating by three hundred years the fundamental idea of Bell's Visible Speech and its value to deaf-mutes.

A condensed translation of the book was made, some years ago, for the *Annals* by Mr. Jenkins, then a teacher in the New York Institution. The celebrated works of Amman, Beda (the Venerable Bede), Dalgarno and other early writers on the subject are found in this collection. The library is especially rich in works of reference for the teachers. If, in any direction, the library needs strengthening, it is in works on the general subject of Education. General literature, history and biography are represented by a large and well-chosen list in each of these departments. Besides this library, which is for the use of the teachers and officers mainly, the school owns a collection of some fifteen hundred volumes for the exclusive use of the pupils. This latter collection is kept in the school building and is made as accessible as possible to the pupils. We understand that the work of cataloguing was planned by Principal Currier, while he was the librarian, and has been carried out by him with the assistance of the present librarian, Prof. Fox. It is a very creditable piece of work to all concerned, including the instructor and the pupils in the printing classes.

The school session of 1893-4 opened Wednesday September 13th. There was every promise for a successful year's work. But on the very day when the pupils arrived, the mind that had been planning and directing everything was stricken with darkness. Wednesday afternoon the change was first observed, though how it came about or what brought it on, no one can tell. It was observed that Dr. Noyes was unable to express himself well, that he had apparently lost his grasp upon the affairs of the office work. It was hoped that a night's rest would restore him. But Thursday morning proved all too sadly that the affliction was serious. Our beloved and honorable Superintendent was unable to discharge his usual duties. Physically he was all right but a strange cloud rested upon his mental faculties. The Board of Directors promptly held a meeting and unanimously voted Dr. Noyes a leave of absence for rest and recuperation.

At the same time they provided for the temporary management of the affairs of the school.

Friday morning, Dr. and Mrs. Noyes, with their daughter, Mrs. E. B. Smith, went to Minneapolis. A specialist on nervous troubles was consulted. He said that there had been in some way a stoppage of a blood vessel near the seat of speech. He also said that medicine could do no good. Entire rest and quiet, with plenty of sleep, would, in every probability, eventually restore Dr. Noyes to himself. Leaving Minneapolis, Dr. and Mrs. Noyes went to Kenosha, Wisconsin, where they now are, and whence we have received only very encouraging reports. A specialist at Kenosha diagnosed the case exactly as the Minneapolis physician did.

Meanwhile, the school work is going on as usual. Officers and teachers all know their duties, and feel a greater responsibility to do them faithfully. All are loyal to the School and its absent superintendent, and the love and honor they have for the afflicted one will enable them most cheerfully to perform any extra duties that may devolve upon them. With faith and hope in the ultimate and complete recovery of our dear friend we shall work and wait.

fortunate it is for the School that we have so thoroughly experienced and capable a Board of Directors. In this emergency the wisdom and experience gained by years of able management of the Faribault schools will be invaluable to us and to the State.—*Minnesota Companion*.

THE news of the sudden and alarming illness of Dr. Noyes, will cause sadness to a great many people among the deaf of this country and their friends.

Dr. Noyes has been long in the profession and has for many years been recognized as one of the leaders in it. His management of the Minnesota Institution has been highly successful in every way, and it is no doubt, the overtaxing of this strength in working for the school that has caused his break-down. It was fortunate that the Board could call to his place, for the period necessary for rest and recovery, so able and experienced a man as Dr. Gillett, a man, too, who has been almost a lifelong friend of Dr. Noyes.

Later advices give grounds for hope that Dr. Noyes will recover so as to be able again to conduct the affairs of the school. We earnestly hope that such may be the case.

WHILE visiting the Western New York Institution lately, we were told that the SILENT WORKER had not been received for some time at that school. We were at a loss to account for the fact, as the address of that school has been on our mailing list all the time. Perhaps other schools may have failed to get our paper regularly; if so, we hope they will let us know, as we mean to send a copy to every deaf-mute school in the country.

A Fair Education.

What constitutes a fair education of the deaf, is a very pertinent question, and one that is easily answered. Give a deaf pupil sufficient power over language (*ceteris paribus*) to read and fairly understand the news paragraphs of a daily paper, or some weekly journal, together with a knowledge of the use of tools, and you have supplied him with a fair education. But one of the dangers of a “multiplication of schemes” is an injudicious selection of the subjects which a child may be taught. A good start consists of putting him or her into a situation immediately on leaving school. With such conditions I have yet to see the deaf boy or girl, on whose success I would not stake my reputation.

I often look back to the days when I was a young teacher, and inwardly rejoice now that the deaf have made as much progress, comparatively, with their educational advantages as the hearing have with theirs. I don't doubt for a moment that all the branches of modern education can be applied to the deaf, and utilized by them with credit; but never to their fullest extent as with the hearing. He is no friend of the deaf who publishes to the world that they can. In the consideration of all educational matters for the deaf, we must always qualify our expressions of their ability with comparative and conditional terms; but in industrial and handiwork execution we place the deaf second to none. There are two conditions we ask for in sending them into the world, and the deaf promise to be even more creditable to their masters and teachers than the hearing. These conditions are a *fair education* and a *good start*.—*British Deaf-Mute*.

A peculiar feature of the recent congress at Chicago was the reading of papers orally by graduates of “combined system” schools. Wonder what the “pure oralists” thought of this? Did it make them glad or sad? Glad, because the graduate of “combined system” schools demonstrated their ability to talk so well—notwithstanding the “pernicious influence of signs”—or sad, because they were not examples of pure-oralism. One of the papers read at the Congress of Instructors demonstrated the success attained in articulation and lip-reading at schools where signs are allowed to be equal to that of the pure oral schools, and then went on to show the additional advantages offered to the pupils of “combined system” schools, and the broad, general education, and thorough preparation for the battle of life which they received, in contrast to the limited advantages afforded the deaf in the “one-method schools.”—*Deaf-Mutes' Journal*.

A person who has totally lost the hearing of one ear cannot locate the direction of a noise to save his life, even when the centre of disturbance is quite near. Blind persons learn to estimate distance in a surprisingly brief period after losing their sight, but experts in the diseases of the ear say that persons wholly deaf in one ear can never learn the direction from which a sound comes.—*Ex.*

LOCAL NEWS.

Miss Emma Lefferson is with us again.

Some of the pupils are having the chicken-pox.

Dr. Quackenbos has a fine Newfoundland dog five months old.

The rotating plan of teaching went into effect this term.

R. C. Stephenson is working at the Trenton watch factory at present.

The pupils come straggling in. At present writing there are over a hundred in attendance.

Happy and content is a home with "The Rochester," a lamp with the light of the morning. Catalogues, write Rochester Lamp Co., New York.

The chrysanthemums in the front yard are in bloom. Their appearance is a parting salute to the dying year.

James Deegan and Christopher Hoff were among the late arrivals. The return of such intelligent pupils makes every one glad.

Mr. Lloyd has been appointed Librarian of the school. We hope our little library will grow healthy under his management.

Mrs. Myers received a pleasant visit from her sister, Miss Fanning, a few days ago. She is a charming young lady who won many friends during her brief stay at the school.

Mrs. Stephen T. Hayt, nee Snowden, has been visiting her parents at the Arsenal, where she received calls from her numerous friends. She returned to Corning, N. Y., on the 23d inst.

The pupils have great sport kicking the "Rugby." They have two ovals now; the last one was purchased through subscriptions taken up from the officers and teachers by Harry Smith.

The colors adopted for the school some years ago were blue and gray. It does not seem to meet with much favor among the boys and they are talking about adopting some other color more attractive and inspiring.

G. Harry Rigg, of Burlington, N. J., and a former pupil of the school, paid us a visit on the 25th inst. Harry has been out of work all summer, but expects to get work at his old trade soon — that of harness-making.

Dr. Quackenbos finds that his knowledge of drawing is of great assistance to him in the school-room. Instead of using signs to illustrate things, he uses pictures. The pupils are very fortunate to have such a good teacher.

New type has been ordered for the printing office and the SILENT WORKER may don her new dress and pay her respects to her numerous friends during Thanksgiving week. We hope she will win the admiration of many new friends.

The Philadelphia Press tells about the marriage of two deaf-mutes in Vineland, N. J. on the 30th of

September. The contracting parties were Benjamin B. Warrington and Miss Laura Taylor, and the marriage ceremony was performed by the Rev. Roeder, who has some acquaintance with the language of deaf-mutes.

Mr. and Mrs. Robert Heller and their two children, of New Hope, N. J., were recent visitors. They were the guests of Mrs. Salter on Elmer St., during their stay in Trenton. They have seen their worst times this summer on account of dull times, and would not object to receiving assistance of any kind.

The model Queen Anne house made by the carpenter boys, under the instruction of Peter Gaffney last June, is much admired by visitors. It occupies a conspicuous place in the lecture room, where it never fails to attract attention. The other model is perched on top of one of the outhouses in the yard where the birds make their nests.

Miss Essie Spanton, of Paterson, N. J., with Mr. and Mrs. John Haight, of New York, have returned from an extended trip through Europe. They visited Ireland, England, Scotland, France, Germany, and Switzerland. Miss Spanton, accompanied by her brother Charles, have gone West and during their tour they will visit the World's Fair. Miss Essie was in Trenton on the 18th inst., on business.

Robert Maynard, of Yonkers, N. Y., was in Trenton during the dedication of the Battle Monument, and remained a few days as the guest of Mr. and Mrs. Porter. Mr. Maynard is a young man of good education and good habits. He is a compositor on the Yonkers *Daily Herald* and is one of the best workmen in that office. Before going home he saw the school in working order, and expressed himself as being very much interested in everything he saw.

At a preliminary meeting of the teachers of this institution, held October 4th in the reception room, the following resolutions were adopted:

Resolved, That meetings shall be held monthly, on the last Wednesday of each month.

Resolved, That a committee of two be appointed monthly to select subjects for discussion to be placed before the teachers a week prior to the meeting following.

Resolved, That the subject recommended for discussion shall be selected from such matter as pertains to the instruction of the various classes, method, etc.

Resolved, That Mr. Lloyd and Miss Dey be elected a committee on subjects to be selected for the October meeting.

Mr. Lloyd was appointed Librarian and Dr. Quackenbos Secretary.

Mr. Rowland B. Lloyd still continues his department on "School Work" in the SILENT WORKER. We wish to assure him that his efforts are appreciated in this school. The lessons reproduced contain valuable suggestions on several subjects, and are put to practical use in our classrooms. The last number of the WORKER, which has just reached us, is a fine specimen of the printer's art.—Winnipeg Silent Echo.

CHESS.

New Jersey vs. Texas.

Below we give the moves to date in the chess match now being played between the Texas School for the Deaf and the New Jersey School:

WHITE.	BLACK.
N. J. School.)	(Texas School.)
1. P—K 4	1. P—K 4
2. K Kt—B 3	2. Q Kt—B 3
3. P—Q 4	3. P x P
4. K B—Q B 4	4. P—KR 3
5. Castles	5. KB—Q B 4
6. P—Q B 3	6. P x P
7. Q Kt x P	7. P—Q 3
8. Q—Q Kt 3	8. Q—Q 2
9. B—Q Kt 5	9. P—Q R 3
10. Q—Q R 4	10. K Kt—K 2
11. Q Kt—Q 5	11. B—R 2
12. B x Kt	12. Kt x Kt
13. P—K 5	13. P x P
14. R—Q sq	14. P—Q Kt 4
15. Q—K 4	15. Q—Q 3
16. P—Q Kt 3	16. P—K B 4
17. Q—R 4	17. B—Q 5
18. Kt x B	18. Kt x Kt
19. R Kt	19. P x R
20. Q x P	20. Castles
21. B—B 4	21. Q—Q 2
22. B x Q B P	22. K R—B 2
23. R—Q sq	23. Q—Q B 3
24. B—K B 4	24. B—Kt 2
25. P—K B 3	25. Q x Kt
26. Q x Q	

GAME 2.

(Between the Same Players Begun Aug. '93)

WHITE (Texas).

WHITE (Texas).	BLACK (N. J.)
1. P—K 4	1. P—Q B 4
2. Kt—K B 3	2. P—K 3
3. P—Q 4	3. P x P
4. Q x P	4. Q Kt—B 3
5. Q—Q 2	5. K Kt—B 3
6. K B—K Q 2	6. P—Q 4
7. P—K 5	7. K Kt—Q 2

The employment of a certain number of their own graduates as instructors has been common in all the schools for the deaf in this country, excepting only the oral schools, in which, naturally, the teachers must be able to hear.

This practice cannot be too highly commended, and it is to be regretted that a disposition seems to be extending, of late, to deny employment to deaf persons in schools for the deaf.

This policy is certainly ill-advised when the interests of the children are considered, and most unjust to those against whom it closes avenues of employment in which they have proved themselves fully capable of success.

It is opposed to the interests of the chil-

dren because it deprives them of the intelligent services of those who will not only have, naturally, a most lively sympathy for them, but who, having encountered in their own experience the difficulties attaching to deafness, are especially well fitted to help them over the rough places in their path.

In positions as supervisors, shop-masters, foreman of printing offices, editors of institution papers, and others, as clerks, matrons, instructors, professors and principals, deaf persons have acquitted themselves most creditably, and it is indeed a peril to be protested and worked against most earnestly, that threatens to debar the deaf from filling such office hereafter.—E. M. Gallaudet.

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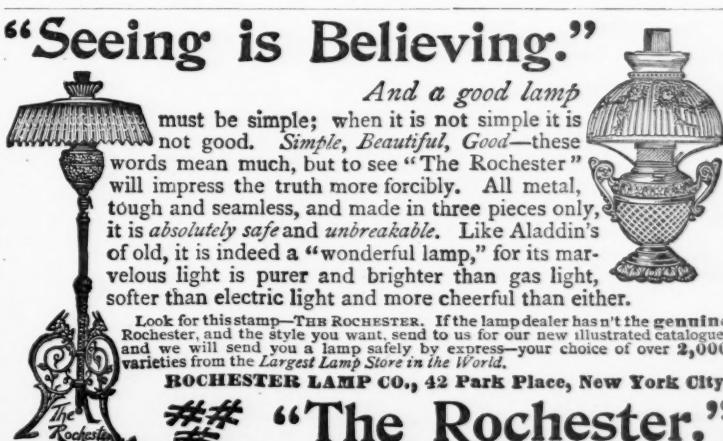
And a good lamp

must be simple; when it is not simple it is not good. Simple, Beautiful, Good—these words mean much, but to see "The Rochester" will impress the truth more forcibly. All metal, tough and seamless, and made in three pieces only, it is absolutely safe and unbreakable. Like Aladdin's of old, it is indeed a "wonderful lamp," for its marvelous light is purer and brighter than gas light, softer than electric light and more cheerful than either.

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THE SCHOOL ROOM.

All articles relating to school-room work will come under this head. This department is conducted by ROWLAND B. LLOYD, A.B., to whom all articles on kindred subjects should be addressed.

Most of our pupils come to us with no knowledge of language. They do not know a word of the language of the people among whom they live. We must teach them that language. It should be our chief aim. It is better to teach it to them as a living language than as a dead language; *i.e.*, not from books, but in its colloquial form. We must teach them how to talk with pencil and paper as hearing people do with their tongue and lips. They must learn to ask and answer common questions about common things, and relate occurrences in intelligible language. Most of the exercises that appear in this department of the SILENT WORKER are intended as a help to this end. Some of them may seem too easy, but they are not, as will appear by testing them in a class of congenitally deaf children.

R. B. L.

I.

1. Ask for a sheet of note paper and an envelope.
2. Ask the price of a quart of peaches.
3. Ask how far it is to the fairgrounds.
4. Ask the fare to Philadelphia.
5. Ask me to show you how to do it.
6. Ask to go to town.
7. Ask to have a pair of new shoes.
8. Ask where I live.
9. Ask where Mr. Jenkins lives.
10. Ask how much it weighs.

II.

1. If you should get lost in a large city, what would you do and what would you say?
2. If you had a headache, what would you do?
3. When you call your brother to dinner, what would you say to him if you could speak?
4. If you should see a little child alone on the railroad track, what would you do?
5. If you wanted to find a certain street, what would you say to a policeman?

Pupils' Compositions.

Tell me what you can about this.

It is a sponge. It is full of holes. It is soft. We use it to clean slates. It is dirty. It absorbs water. Sponges are useful for cleaning windows, carriages, etc. They are found at the bottom of the ocean in warm climates. They are elastic. They are usually yellow and brown. Some cost much money. We can buy them in the harness-stores, and other stores.

R. E.

What can you say about this?

This bottle contains fresh water. It contains a pint of water. It origi-

nally contained ink. There is a label on the bottle. The bottle is brown. It has a lip. It will hold a quart of water. The bottle has a neck. It is not full of water. The bottle is round. It is made of glass. It has no cork in. The bottle is ten inches high. It is about three inches wide. The neck is about one inch wide and is about $2\frac{1}{2}$ inches long. The bottle has a seam from the top to the bottom and has a collar on the neck.

C. A.

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C. A.

Describe this paper.

This is *The Educator*. It is a monthly. It is good for the teachers of the Deaf. The price of it is \$2.00 a year. It is published at Mt. Airy, Philadelphia, Pa. It has two columns to a page. It is Vol. 4, No. 5. The print is very good. The publishers are F. W. Booth and S. G. Davidson.

R. E.

Describe this book.

This is Wilson's catalogue of seeds, plants etc., for 1893. It is illustrated with pictures of plants, flowers, etc. It has 112 pages. It was issued by Samuel Wilson of Mechanicsville, Pa. It is a free catalogue. It has many advertisements and pictures of farmer's tools. The farm is established at Mechanicsville, Pa. On the front of the catalogue there are three red roses and on the back of it there is a bird's-eye view of Samuel Wilson's seed farms at Mechanicsville, Pa. There is a big tomato on the second page of the cover. On the 64th page there are several branches of black berries and on the 112th page there are several branches of New Japan wineberries. This catalogue has an order sheet. Some of the pages are yellow. Some are white and some are red.

C. C.

Local Geography.

I.

1. In what direction does Hamilton avenue run?
2. In what direction does Chestnut street run?
3. Name three streets that run east and west.

4. Name three streets that run north and south.

5. Name a place north of this school.

6. Name a place south of this school.

7. Name a place east of this school.

8. Name a place west of this school.

9. This school is east of —.

10. " " " west of —.

11. " " " south of —.

12. " " " north of —.

13. " " " on the — side of —.

Map Studies.

— is north of —.
— is east of —.
— is west of —.
— is south of —.
— is south-east of —.
— is north-east of —.
— is south-west of —.
— is north-west of —.
— is between — and —.
— separates — from —.
— projects into — from —
the — coast of —.
— is in the western part of —.
— is in the north-western part of —.
— is in the southern part of —.
— is in the south-western part of —.

Italy.

1. In what direction from us is Italy?
2. About how far is it and how long does it take to reach it from New York?
3. Why do you have to go to Jersey City or New York before you can go to Italy?
4. What steamship line should you take?
5. What kind of climate has Italy and why?
6. What do we receive from Italy?
7. What city is the capital?
8. Tell me something about it.
9. Why do so many Italians come to this country?
10. What seaports has Italy?
11. What distinguished prelate lives at Rome?
12. What is Genoa famous for?

A man bought a house for \$1462 $\frac{2}{3}$ and a farm for \$3497 $\frac{1}{2}$, and sold them both for \$7671 $\frac{7}{8}$. What did he gain?

$$\begin{aligned} \$1462\frac{2}{3} + \$3497\frac{1}{2} &= \$1462\frac{8}{12} + \\ \$3497\frac{1}{2} &= \$4959\frac{1}{2} = \$4960\frac{7}{12}, \text{ cost} \\ \$7671\frac{7}{8} - \$4960\frac{7}{12} &= \$7671\frac{7}{8} - \\ \$4960\frac{7}{12} &= \$7670\frac{5}{12} - \$4960\frac{7}{12} = \\ \$2710\frac{5}{12}. & \end{aligned}$$

He gained \$2710 $\frac{5}{12}$.

The Story Of Mr. Miller.

(1) Mr. Miller and his family stayed until Wednesday morning in Chicago, and left at 12 o'clock noon for Topeka, a distance of 552 miles. When did they arrive in Topeka if train traveled 23 miles an hour?

(2) He bought a farm near Topeka, for \$3360, paying, \$24 an acre. How many acres did he buy for his farm?

(3) He built a house for \$3272, and a barn for \$1762. He paid \$624 for tools. He bought two horses at \$162, 4 cows at \$27. How much did these all cost?

(4) If he had \$15,400 when he reached Topeka, how much had he left after paying for his land, house, &c.?

(1) $552 \div 23 = 24$. They arrived in Topeka Thursday at 12 o'clock.

(2) $\$3360 \div \$24 = 140$. He bought 140 acres for his farm.

(3) $\$162 \times 2 = \324 for 2 horses. $\$27 \times 4 = \108 for 4 cows.

\$3,272 00, for a house.
1,762 00, for a barn.
624 00, for tools.
324 00, for 2 horses.
108 00, for 4 cows.

\$6,090 00, for all.

These all cost \$6090.

(4) \$15,400 00, had at first.
9,450 00, spent for all.

\$ 5,950 00, left.

He had left \$5,950 after paying for his land, house, etc.

Dictation Exercises.

The toadstool has been a good deal more fatal than the cholera in this country this year. It is clear that the American people should study botany or abandon a mushroom diet.

"Kid" gloves are often made of human skin, and the tanning of the human skin goes on largely in France and Switzerland. The skin of a child, being finer and softer, is of more value than that of an adult. Human skin is tougher than we are inclined to believe the skin of a man's back makes a good sole leather.

It is reported that the great Ferris wheel, now in operation at the World's Fair, has been purchased \$510,000, and at the close of the Fair it will be brought to Atlantic City.

Willie Austin, of Tuckerton, while digging in his father's garden, found a gold ring which belonged to Mrs. Amos R. Bartlett, now of Stanwick, who formerly lived on the property. The ring was lost fully fourteen years ago.

While Willie and Mamie Volski, aged respectively four and two years, were playing together in the yard of their home in Teaneck, Wednesday morning, the little boy induced his sister to place her hand on a block of wood. Taking up a small axe, the youngster brought it down on the hand, cutting off the first and second fingers.

Written for the SILENT WORKER.

LETTERS FROM ABROAD.

The Old Town of Zurich, Switzerland—A Curious Legend.

We left Milan Saturday morning, and after passing Lake Como began our ride through the Alps. The St. Gotthard railroad is certainly a wonderful piece of engineering; we seemed to be right in the heart of the mountains. I stood up and flew from one window to another all the way from Milan to Zurich. Tell W. we passed through one tunnel which took half an hour to get out of. I have a dizzy recollection of spinning through tunnels, then through valleys and by beautiful lakes with immense mountains rising in the distance, and waterfalls flowing down the sides. Chalets and picturesque towns were sprinkled all along the way, and we saw many places and spots of historical interest among them the spot by Lake Lucerne, where William Tell founded the Swiss republic. We reached Zurich in the evening. * * *

Our apartment is on the street fronting the lake. We see the beautiful Alps from the windows. On clear days Mt. Pilatus is visible (also the Jung-frau in the distance) and from my room I can see the Cathedral founded during the reign of Charlemagne. In the evening we sometimes row on the lake, usually at twilight, which over here lasts till nearly nine. Then, when the last glow is disappearing, the electric lights spring up along the quay and bridges, making a most beautiful picture. The old town is very interesting. Switzerland literally flows with milk and honey. I have never tasted such delicious cream, butter, cheese and golden honey in my life. The fruits, excepting the berries, are not as good as ours however. A banana was handed around in a botany class at the university here, not long ago, as a very rare and curious specimen. There is an old house there in which Charlemagne is said to have lived at one time. Over the door is his portrait cut in stone and in which he is represented as talking to a serpent. The story runs thus: He built a church down by the river. The bell of the church was attached to a long rope which hung out side the tower almost to the ground, so that any poor person who had been treated badly, could ring the bell and obtain a hearing from the King. One day the bell was rung and the attendant on answering the call was surprised to see a serpent twined around the rope which she was pulling down by her weight. The serpent untwined itself and glided slowly along the grass to its nest where the man saw a toad sitting on the serpent's eggs. The servant ran and told the King what he had seen and Charlemagne himself came down and drove the toad away. Sometime afterwards, while the King was at dinner, the serpent glided into the room and laid a beautiful jewel which it carried in its mouth at the feet of the King, then turned and glided away again. So this is why the story is carved in stone, for it is said to be the very door in which the serpent entered.

There are a great many other interesting legends about Zurich but none as absurd as this. In the old part of the town the streets are narrow and crooked and are lined with quaint houses with very steep roofs and endless array of dormer-windows peeping out of them. Many are frescoed on the outside and have mottoes in German over the doorways. Some of these streets are too narrow for a carriage to pass through them. The street cars are funny one-horse affairs with seats for passengers on the outside platforms. They never carry more than they have seats for. When you get on, the conductor asks you where you are going and gives you a ticket for that place, for they have regular stopping places and you cannot get off anywhere you choose as in America. The people take pride in their city and keep it very nice. R. L. J.

ART.

An Essay delivered at the Commencement Day Exercises of the New Jersey State School for Deaf-Mutes, June 20, 1893, by Raymond Burdall.

It is impossible to overestimate how much Art has done for civilization! Where there is education there is refinement, and where there is refinement there is art. Everywhere we see that Art and education go hand in hand. A park or garden with its beautiful lanes and flower beds and its different colors arranged so as to be pleasing to the eye, is a work of art. If we take a stroll in the principal thoroughfares we notice that almost every thing we see has a touch of art in it. Architecture teaches us how to build strong and beautiful houses; landscape gardening teaches us how to lay out the grounds; Decorative art teaches us how to make furniture, carpets and wall paper for these fine houses. Paintings, sculpture and engraving furnish beautiful things to put in them. All these are different forms of art. A man with a taste for art has little inclination to do evil. The deaf can appreciate art as thoroughly as hearing people. For instance, Douglas Tilden is now one of the most famous sculptors. The "Young Acrobat" is a work of his, which is now on exhibition at the World's Fair, and much admired by the fair sex. On its countenance surprise is mingled with determination. It takes a high degree of art to beautify it and to put such expression in it. It takes art to write a poem as well. The latest fashions in ladies' hats and dresses require art to be successful. We might use art in the manufacture of common things such as chairs, cooking utensils, lamps and china. Such things as these found in the ruins of Pompeii are graceful, but the household wares of the present day are lacking in both grace and beauty. There is room for thousands of workmen with skill in art to improve the quality of our common ware and bring beauty into our homes.

Receiving His Gas Bill.

An amusing but natural mistake made by a Chinese servant has been told of in the *New York World*.

Admiral David D. Porter always held brilliant receptions on New

Year's Day; and a very funny incident occurred at one of these, a year or so ago, which never got into the newspapers.

He had a Chinese servant who acted as his butler, and who announced the guests all right until the end of the reception, when the gas-collector arrived.

When Ching Yan opened the door, the man handed him a strip of yellow paper. Yellow is the imperial color of China, and a gas bill looks not unlike a Chinese visiting-card. The admiral's Chinese butler bowed low as he saw it; and, laying the bill reverently upon his silver plate, he motioned the gas man to follow him and ushered him into the presence of the ladies. ← →

A Literary Sensation.

"Uncle Tom's Cabin" has certainly "broke loose!" The copyright on this most famous of American novels, by Mrs. Stowe, has recently expired, which frees its publication from the

monopoly of the high-priced publishers, and though in anticipation of this fact they have within a few months greatly reduced its price, now that it is really "unchained" the consequences are something surprising. John B. Alden, Publisher, of New York, issues several editions, selling them only *direct* (not through agents or books sellers); one in good type, paper covers, for 5 cents, sent post-paid, or the same bound in cloth for 10 cents with postage 7 cents extra; also an excellent large-type edition, on fine paper, handsomely bound in cloth for the price of 25 cents, postage 10 cents. Surely a copy of "Uncle Tom's Cabin" will soon be found in every home where it is not already. Mr. Alden send a 32-page pamphlet describing many of his publications free, or a catalogue of 128 pages of choice books, a veritable "literary gold mine" for book-lovers, for 2 cents. Address JOHN B. ALDEN, Publisher, 57 Rose St., New York.



QUESTIONS



TO GRADUATES.
TO PARENTS OF PUPILS.
TO FRIENDS OF THE DEAF.
TO THE DEAF IN GENERAL.

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Newspapers, books and magazines?

Do You Admire

Beautiful typography and artistic workmanship?

Do You Enjoy

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OUR NEW YORK LETTER.

The Victorious Vigilant and Defeated Valkyrie — Yachting has Crazed the Silent Community—A Yachting Cap Craze — Whistling for Holiday Entertainments—Two "Adventures" —Comments.

(From Our New York Correspondent.)

Since our last letter hardly anything of importance among deaf-mute circles of New York has transpired. The International Yacht Race has been the rage and the all absorbing topic. Our yachting cranks have come out full fledged and many and varied were the opinions expressed as to the relative merits of the English cutter Valkyrie and the American boat Vigilant. What an imposing sight it was on the area of sea coast known as Sandy Hook, for just outside the Hook the races for America's cup were and have been decided. The naval parade did not equal the grand sight of excursion boats, tugs, launches, etc.,—almost every kind of sailing craft. The sea on each occasion had a long swell on, just enough to give people a taste of its gentle motion and they had to succumb to its effects over the railing. Not so with your scribe. He laughed at and sympathized in turn with those who thought there was no place like home and *terra firma*. Many who went to see the races did not even see the sails of the yachts, for they had snug quarters wherein to sleep off the effects of the trip out; they did not care to venture outside and see how blue the water was—only transformed to blue by reflection from the sky. Yes, it was truly a grand sight—one worth traveling miles to witness, not alone the races themselves. We saw the Vigilant vanquish the Valkyrie—what a pretty name! Although beaten, the Valkyrie made an impression that will not soon be forgotten. Her crew of jolly tars were the admiration of every lover and follower of the seas. In an instant they would run out on the bow sprit and rigging and in less time than it takes to tell unfurl 11,000 square feet of canvas to the breeze. A magnificent sight—one beyond the description of any pen, and which we tackle with reluctance. Many curious incidents could be related of the curiously inclined and those not so. Although the American boat won it is the same tale as of yore. The centre board boat is the superior of the cutter. England maintains that it is not and is striving to prove it by races for the past fifty-six years, but have not succeeded in winning as yet. The trophy sailed for all these years is the gold cup brought to America by the "America" just fifty-six years ago from England. This year's race has cost the owner of the Valkyrie over \$150,000 and the whole race itself cost in the neighborhood of \$750,000, while the trophy sailed for is worth about \$250. Thus you will see what ideal sportsmen these challengers and defenders are. Consider the expense all these fifty-six years, what would be the exact figure? The English, it is true, have the better sailors, but the fault is in the boat. So long as

they send cutter yachts to contend with our centreboarders we predict victory each time for America. But the dignity of the English forbids sending a centre board yacht, for in so doing it would be acknowledging the superiority of the American craft.

Now that the Vigilant has won, let her rest on her laurels and in the meantime let the excitement recede, and settle down to good hard work. Be vigilant at the prospects of the coming season. Until something has broken this long spell of dullness we will not rest. The Union League comes out with an announcement of a "Fifth Annual Ball," to be held on Wednesday evening, Jan. 17th, 1894, at the Central Opera House, 67th Street and 3rd Avenue. Indeed! Look at the date. We had hoped for a Christmas ball; what could have been more appropriate. "After the Ball," the many broken hearts it leaves in its wake. But it is not a ball we really desire. Our observations have shown that *many* years ago balls were the craze; not so now. The deaf do not appreciate this amusement. They want something else, and will they get it? Are our other organizations coming to the rescue during the Christmas week? or are we to sit down and saw wood—lovers to increase the gas bills of their prospective father-in-laws? Probably the Union League feared a counter attraction and backed their horses to the next block. In selecting a Wednesday they are putting the cart before the horse. If we are not mistaken, how do Mondays look for balls?

Mr. Thomas F. Fox is billed for a lecture before the Brooklyn Society on Saturday the 21st inst., at Adelphi Hall. "Chicago Congresses of the Deaf" will be his theme and he may be called upon to give a minute description of the Pas-a-Pas Club; its bills, expenses, etc. But we suppose the genial "Hypo" can fill his shoes in this matter and it would be interesting indeed if those who attended the World's Fair, Congresses, and the Pas-a-Pas Club's "racket" from New York, would select an evening and each in turn give an account of his "hobby" while in Chicago. So much has been said on both sides that we fear the Chicagoesque will be challenging the New York mutes to a prize debate.

We could not help being visibly impressed with the September number of the SILENT WORKER. In fact, it was more than we expected to see. Its coming out soon with a new dress of type will also be a notable feature. If promises count for anything this one was fulfilled, for we remember last year this improvement in the paper was asserted. Ere long we hope to see it on the table by many firesides, and in the meantime subscriptions may be sent to the WORKER office, or to R. E. Maynard, 20 Terrace Place, Yonkers, N. Y., who will insure prompt delivery and furnish information relative to the paper as may be desired.

For four weeks New York mutes had a chance to view a pantomimic production in which not a word was spoken throughout the entire three acts—everything said was in signs and pantomime. Many of the signs rendered were exactly the same as the

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deaf use in their conversation, though to the casual observer more forcible in the extreme. The scene of this spectacle was Daly's Theatre, Broadway and 30th Street, this city. The play was "L'Enfante Prodigue," or "The Prodigal Son," and was given by a French company. The closing act was very touching and several of the audience were seen to bury their faces in their handkerchiefs. Those mutes who missed seeing this play lost a rare opportunity to judge the merits of the art in poise, position and gesticulations of the hearing people as compared with their own. Every action, every thought, was clearly understood by the deaf as if conversing with the actors themselves. The impression left by Pierrot, Sr., was commended highly by the mutes, while the whole cast did excellently.

Your humble scribe had quite an "adventure" the other night. While returning from his work at 3 o'clock A.M., in company with other workmen, they espied a fire in a large tenement house. Somehow or other the fire apparatus failed to work and the alarm had to be given through Police Headquarters. Meanwhile the fire had gained great headway. We at once went into the burning building and saw everybody safely out. Two little children were seen on the top of a steep roof apparently dazed. Your scribe and another man were there in an instant and each came down with a child. A few minutes later the flames had enveloped the whole building, both escaping the danger of suffocation. We were away as quickly as possible and were soon lost in the crowd assembled.

Do you, readers, believe in superstition? Take this for illustration. During the summer just ended the writer was on one occasion rather surprised one night. Yes, it was the evening of August 8th. He had just taken his first "take" from the hook and later on in the evening he received a new union card numbered "13." He called attention to it. A few minutes later another "take" informed him of a man being run over and killed on the Hudson River Railroad just a few blocks from the office. Rob at once ran to the scene. There he beheld his cousin William Tucker, who was horribly mangled while stepping or falling off a train in motion. That very same night the boiler became overheated and all hands rushed out to save their lives. Rob alone was not notified but he soon saw his fate. With a bound he had reached the door just as the engine went to pieces and saved the company a blown-up house and possibly the loss of a life. Had the boiler exploded, your writer would have been no more; his obituary would have been here instead of his story.

We clip the following from a New

York daily of the 12th inst. Wonder how much of it will be accepted as true by those who know that "Deafness cannot be cured except by the hand of God." The drums in the ear of a deaf person have in nearly every case been destroyed or injured and how such vibrations will act on these we are not in the light to say.

MAKING THE DEAF HEAR.

New York, Oct. 11.—A number of scientific gentleman attended a demonstration in West 27th street last evening, of the Edison-Leech system of treating deafness by use of a modified form of the phonograph. Dr. Leech claims that the vibrations produced by the phonograph when transmitted to the three minute bones located in the drum of a deaf person's ear compels them to act in a natural way. The vibrations act like massage to remove stiffness, and the inventor claims to be able to make the deaf hear.

The New York Institution on Washington Heights has supplied each and every pupil with a navy blue yachting cap. Can it be that the faculty or the pupils have struck the "hard blow" of the late yacht races. Even the officers and lady teachers sport these caps.

The *Journal* informs us that William E. Hoy, the ball player, succeeded in standing in ninth position in the *bathing* record of professional ball players. We do not know the terms of baseball, but our ignorance asks us if ball players really had to bathe on the field or does it mean he stood 9th in the number of rainy day games? Cannot the *Journal* explain to one who thinks "ignorance is bliss." Certainly we would not desire to see a bathing match, except at Ocean Grove or Asbury Park.

If "Montague Tigg" would confine his attentions to the deaf at large in New York City and generate his news accordingly, the mutes would feel much easier. As it is, the New York letters to the *Journal* are mostly on religious matters of his own denomination. We do not object to himself being benefited thereby nor do we speak for ourselves. The majority rule, hence we give the hint. We know "Montague Tigg" to be a good writer but when so much space is occupied *weekly* instead of occasionally, and taking the comments of the mutes, which no doubt never reach his ears (or eyes), we simply state the facts of the case. Personally we have no grievance whatever.

INFANTE.

NEW YORK, Oct. 19, '93.

**FRANK H. CRAFT,
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JERSEY CITY AND NEWARK

The September number of the SILENT WORKER came to us with a great surprise in store. Never before have we seen such a splendid school paper for the deaf as that number. Every one who got a copy pronounced it almost equal to *Harper's Weekly*, etc. A hearing person said: "What a splendid paper the SILENT WORKER is! I am surprised to see what excellent abilities the deaf possess, and I'll subscribe for it right away." We think it was a great inducement for the hesitating ones to subscribe for the paper.

George Shannon, a former pupil of the New Jersey School, runs a small repairing shoe shop in Jersey City and is doing well.

Michael Condon has the cordial congratulations of his mute friends upon his success in securing the position of boys' chief supervisor at the New Jersey School.

Miss Ella Taylor, a delightful young lady and a graduate of the Fanwood High Class, is now residing in Jersey City.

September 24th, Prof. Jones occupied the pulpit at Trinity Church, and gave a very interesting sermon in a very clear and instructive manner. The service was largely attended.

Peter Mathews, of Dover, N. J., was quite recently seen in Jersey City, visiting friends.

James Nash, of Newark, is employed by the Consolidated Company at present. After he masters the mysteries found in the machines, he'll become a skillful machinist.

Edward Manning has been laid off for two months, and this month he has been called back to his place.

Miss Theresa Wagner, of Newark, has secured employment in a corset factory in that city.

The mutes in Newark are proposing to start a society which will be intended for young mutes. We do not know what its object will be yet.

We need a society very much in New Jersey for the promotion of physical culture and social enjoyments.

Miss Hattie Dixon, of Hoboken, N. J., expects to secure work in New York when work picks up.

It is reported that Paul Kees and Charles Hummer expect to become members of the Fanwood Quad Club ere long.

Miss Bertha Freeman, of Paterson, N. J., is under the instruction of a private teacher.

John B. Ward has had his working time shortened from ten to seven hours a day.

George Morris started for Lawrenceville, N. J., on the 30th of last month in order to work on a farm. But alas! Arriving at the farm, Mr. Farmer told him he could not give him work now, but next Spring. George went away much disappointed and sick at heart.

Business is improving at this writing and the gloom is fast disappearing. Money is easier now and bankers and merchants are greatly encouraged. In the West business is said to be on the mend and it is believed prosperous times are close at hand. We hope this will encourage the mutes.

Last week Paul Kees and Charles

Hummer went to New York in search of work. They were offered to be "subs" on the *Mail and Express*.

Rumor says that Miss Essie Spanton, who has been traveling in Europe since last August with Mr. and Mrs. Haight, returned to the land of free America, Saturday, October 7th.

At the death of the grandfather of R. C. Stephenson, which happened last July, Reuben came in possession of a large tract of land.

BERT.

ABOUT THE DEAF.

"Fred" Wilson, the famous writer and racer, who is upon the staff of the *Irish Cyclist*, has not heard a word for twenty-seven years, and yet he himself speaks perfectly and fluently.

A pupil of the Rome, New York, School, was milking a cow at his home on August 27th when lightning struck the barn, killed the cow, and passed down his leg and out through the sole of his shoe. His foot was burned, but he was otherwise unhurt.

Who says that it does not pay to educate the deaf? Michael O'Riley, of Wabash, supports his aged mother and sick sister. He has hearing brothers, but they do not help him at all. We are glad to hear such an account of one of our graduates.—Companion.

Helen Keller, accompanied by her gifted teacher, Miss Sullivan, was in Chicago during the Congress of Instructors of the Deaf, and many availed themselves of the opportunity to see and converse with this charming deaf and blind girl, who may well be termed one of the prodigies of the nineteenth century.

Mr. Gilbert W. C. Gamage, who for over sixty years has been associated with the New York Institution for the Deaf and Dumb in the capacity of pupil, supervisor, teacher and retired teacher, passed away at Roosevelt Hospital on the 8th of this month at the ripe age of seventy-four. The *Deaf-Mutes Journal* pays a glowing tribute to his memory.

The "Silent Army," composed of deaf soldiers, which convened at the Indiana Institution some time ago, was not a brilliant success, because they had no means of communication except by writing, which was very slow and awkward. For this reason they decided to have no reunion at the next G. A. R. Encampment. The *Deaf-Mutes' Register* suggests that they learn the manual alphabet and the sign-language, which is so much enjoyed by deaf-mutes at their gatherings.

A schoolmaster gives useful hints as to the cultivation of lip reading by persons who suffer from imperfect hearing. He says that the deaf would find it would help them to hear better than anything else, for the habit of watching people when they talk takes off much of the strain on hearing, as sight supplies that which hearing lacks, namely, the power to distinguish those slight breath sounds which are employed for making consonants when speak-

ing. It is his conviction that if deaf people would expend some care in the acquirement of this simple but useful remedy, they would think their hearing was improving even if it were getting worse, for the longer they studied it the more perfect they would become.—Exchange.

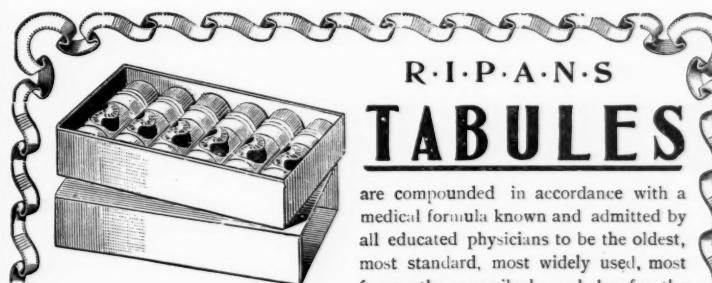
Royalty and Deafness.

There is a much larger number of deaf-mutes among the aristocracy of Europe than is generally supposed. One not very distant from the throne of Russia is said to be deaf and dumb. The German Emperor's little nephew, son of Prince Henry, is afflicted the same way. The heir to the throne of the Belgians is stone deaf. So is the Queen of Denmark. The Princess of Wales is very deaf and is said to help herself along by watching the lips of persons speaking. The Empress of Russia is very hard of hearing. The oldest son of the Duke of Norfolk is deaf, dumb and blind.

The Deaf.

There cannot be an instance of a person born dumb regaining their speech, for no one can regain what they never possessed, though they may acquire it. In speaking, however, of persons born dumb we must exclude the vast majority of those called deaf and dumb, for their inability to speak arises from no malformation of the

tongue, but they remain speechless because, having been deaf from birth or early childhood, they have never heard the conversation of others, or learned to imitate it. Large numbers, who in this sense have been deaf and dumb all their lives, have learned to speak by signs or by the motion of the lips, or by sounds such as ordinary persons produce. It is difficult to tell generally whether a person is deaf from birth, because the defect is not at first suspected. But there are cases of real congenital dumbness. It arises from injury to the lingual nerves of the tongue, or from general or local debility. But it may arise from a visible cause, from the child being tongue-tied, the *frenum linguae*, as it is called, or bridle of the tongue—a membrane underneath it—extending too far towards the tip of the tongue, as so to prevent the tongue being extended or put out. This may make it impossible for the child to nurse, and, if not relieved, may interfere with its speech. A surgeon may snip the thin part of the *frenum*, care, however, being taken not to endanger the lingual artery. It is not certain, however, that a tongue-tied person could not speak, for Jessie, over one hundred and sixty years ago, recorded the case of a girl fifteen years old, who had never possessed a tongue, and yet could speak without inconvenience, and persons learned to do so who have had their tongues to a great extent removed.—"Sun," Nicetown, Pa.



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